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***January 1996***



***English 33***  
***Part A: Written Response***  
***Grade 12 Diploma Examination***

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**January 1996**  
**English 33 Part A: Written Response**  
**Grade 12 Diploma Examination**

**Description**

**Part A: Written Response** contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections:

• **Section I:**  
**Personal Response to Literature**

*Suggested time*  
75 minutes

*Value*  
50% of the Part A mark

... Page 2

• **Section II:**  
**Functional Writing**

*Suggested time*  
45 minutes

*Value*  
30% of the Part A mark

... Page 12

• **Section III:**  
**Response to Visual Communication**

*Suggested time*  
30 minutes

*Value*  
20% of the Part A mark

... Page 22

**Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.**

**Instructions**

- Read the **whole** examination before you begin to write.
- Follow instructions carefully.
- Complete **all three** assignments.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use the following references:
  - a print or electronic dictionary (English language and/or translation)
  - a thesaurus
  - an authorized writing handbook
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the excerpt from the article “Brothers of the Deep” and complete the assignment that follows.

### from BROTHERS OF THE DEEP

Robert Cormier traces a finger down a dark-grey granite tablet etched with names and dates. Standing at the heart of Colliery Lands Park, a patch of rolling green in the gritty Cape Breton mining town of New Waterford, Nova Scotia, the memorial stone is one of eight that pay quiet tribute to the more than 300 local coal miners who have died on the job since 1866.

“That fellow got hit by a crane,” he says, pointing to a name on the tablet. “Broke his neck.”

My cousin Robert, a short, solid man of 43 with a military-style crop and a tidy beard, has worked in the mines since 1971. His mining pals know him as Bubba. Squinting now and then as he searches memories for a detail gone astray, Bubba recites a litany of deaths, most of which occurred during his own years underground.

“Allan Tighe, he got hit by a runaway trip”—a train of cars that carry materials. “Alec Cameron—he told a fellow to get out of an unsafe area and got flattened himself by falling rock. This fellow got caught in the drum of a shearer”—a machine that slices coal off the mine walls. “It just sucked him in and cut him up.”

He shows me a small monument dedicated to Earl J. Leadbeater, a miner who died in a fire in No. 12 Colliery in 1973. “The fire got too intense for the rescuers,” Bubba tells me, “so they never went back to get his body.”

I grew up in southern Ontario hearing vague tales of the faraway miners working beneath the ocean floor off the Atlantic coast of Cape Breton Island, where commercial coal mining began in North America. Both my grandfather and his brother worked the mines, and I had long wondered what my life might have been had I become one of the “men of the deeps.”

Bubba knows the life all too well. Like many Cape Bretoners, my dad and his three brothers fled coal country for the broader promise of Ontario. But Bubba stayed and was drawn inevitably into the pits. And he has stayed in the pits, despite what he’s seen happen to many of his friends.

“If you come across a car accident, do you quit driving?” he asks. “If the house next door burns down, do you quit living in a house? Life goes on.” When you live in a coal town, you live by coal and you die by coal.

Yet if the young men born into the Cape Breton coal towns are trapped in a narrow fate, they are blessed by the bonds they form to survive it. Over the years, the island’s

*Continued*



miners have experienced enough close scrapes, tragedies and miracles to bind them into a community marked by pride, fierce fellowship and a passionate sense of history and place.

“Miners are the proudest men in the world,” says Jimmy Smith, a 74-year-old retired miner in Glace Bay. “And there was never a breed of men so close together. We went down as brothers.”

Whenever they go underground, coal miners know they are confronting a geology that cannot be trusted entirely. A slight shift in the earth above, the steady tug of gravity or a sudden spark can have dire consequences. The miners respond to the constant tick of adrenaline by looking for humour in even the blackest of circumstances and leavening their days with verbal jousting and practical jokes.

Bubba vividly recalls when fellow miners, drilling holes for support bolts in a tunnel roof, struck a subterranean deposit of water. One miner dipped his finger into the trickle. “Geez, boy,” he told Bubba, “that water tastes awful salty.”

The crews struck more water over the next few weeks, increasing Bubba’s fear that the Atlantic was leaking into the mine. That fear was sent over the top when one fellow rigged a small fish to drop from a drill hole, at the sight of which Bubba made a terrified dash up a main slope to the safety of the surface.

But the dangers are real. And listening to Bubba talk with Joey Doucette and Nipper MacLeod one afternoon, I realize that, in coping with the worst that can happen, miners display the greatest virtues of their character.

*Jim Cormier*

Canadian magazine editor and writer

## THE ASSIGNMENT

In the excerpt from “Brothers of the Deep,” Jim Cormier suggests that shared difficulty can create deep bonds of friendship and a sense of community.

**What is your opinion of Jim Cormier’s belief that, in coping with great difficulty, people display the best sides of their character?**

In your writing, you should

- consider the thoughts and feelings of the miners in the excerpt
- use your own observations and/or experiences to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

## Section I: Personal Response to Literature

### PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 6, 8, and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for revised work on pages 7, 9, and 11.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 8 and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for revised work on pages 9 and 11.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on page 10.



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

## **SECTION II: FUNCTIONAL WRITING**

**(Suggested Time: 45 minutes)**

Read the situation described below and use it to complete the assignment that follows.

### **THE SITUATION**

You are a member of the executive council of the Nalwen Teen Volunteers' Association. As well, you have a part-time job at a 24-hour convenience store in Nalwen.

Nalwen Town Council has responded to a recent outbreak of vandalism in public parks and public buildings in Nalwen by proposing a curfew bylaw that would make it unlawful for persons under the age of 18 years to be out-of-doors after 11:00 P.M. The proposed bylaw is to be discussed at a public meeting of Nalwen Town Council on January 29, 1996.

The executive of the Nalwen Teen Volunteers' Association has asked you to speak at the Nalwen Town Council meeting. The executive wants you to persuade Nalwen Town Council to reject the proposed curfew bylaw.

You have received a number of suggestions from members of the executive and these suggestions have helped you to decide what to say on January 29. As well, you have collected some information about teen activities in Nalwen and about public opinion concerning the proposed bylaw. This information will help you to support the Nalwen Teen Volunteers' Association's position on the curfew bylaw. (See page 13.)

### **THE ASSIGNMENT**

**Write the speech that you will give to Nalwen Town Council on January 29 to persuade council members not to pass the curfew bylaw.**

In preparing your speech, BE SURE to

- consider your purpose and consider the suggestions made by the people that you will be representing
- study the information on page 13 and use it to help you to support your position
- use an appropriate tone

*Continued*



## SECTION II: FUNCTIONAL WRITING

<b>Number of Nalwen Teens Volunteering 10 or More Hours per week to Community Activities (1995)*</b>					
AGE OF VOLUNTEERS	ACTIVITY				TOTAL
	Nalwen Hospital	Snow Removal and Yard Work for Seniors	Nalwen Day Care	Nalwen Minor Sports Association	
15 years	12	3	2	25	42
16 years	14	23	6	18	61
17 years	6	37	11	39	93
18 years	3	9	7	49	68
TOTAL	35	72	26	131	264

\*Compiled by the Nalwen Teen Volunteers' Association

<b>Number of Nalwen Teens with Part-time Jobs*</b>	
AGE OF TEENS	Number
15 years	46
16 years	57
17 years	183
18 years	136
19 years	25
TOTAL	447

\*from the Nalwen Chamber of  
Commerce Survey, 1994

**Clipping from  
The Nalwen News, January 19, 1996**

**Nalwen, Alberta** Nalwen Town Council will meet on January 29, 1996, in a public meeting at the town hall to discuss a recently proposed curfew bylaw. The proposed bylaw is Town Council's answer to the increasing vandalism that has plagued Nalwen these past months in the wee hours.

"We don't know how many individuals are involved in committing these crimes," states Nalwen Mayor, Peter S. Constans-Young, "but we're pretty sure they are teenagers out for kicks."

Public opinion is divided over the need for a curfew bylaw. When asked her opinion, Nalwen High School principal, Bessie Ordkurat, said "I find it hard to believe that any of our students are vandalizing public property. I see these kids every day. I know them well. None of them would do this."

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 16 and 18.



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and 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on page 18.



## Section II: Functional Writing

## REVISED WORK

[illegible]

There is additional space for revised work on page 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

## Section II: Functional Writing

## REVISED WORK

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**GO ON TO SECTION III**

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



*Continued*



### **SECTION III: RESPONSE TO VISUAL COMMUNICATION**

**(Suggested time: 30 minutes)**

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

#### **THE ASSIGNMENT**

**What idea(s) does the photograph communicate? Explain how the details in the photograph and the photographer's choices reinforce the idea(s).**

#### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 24 and 26.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on page 26.

### Section III: Response to Visual Communication

## REVISED WORK

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There is additional space for revised work on page 27.



### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

### Credits

Jim Cormier. "Brothers of the Deep" from *Equinox*. Reprinted by permission of *Equinox Magazine* Copyright 1993.

Photograph by Joel Satore © *National Geographic Society*.



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# English 33: Part A

## January 1996

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